



Cambian Wing College

Specialist Education Services

- Mixed Gender • 16 - 25 years
- Up to 52 Weeks Residential • Day Placements

Welcome

Welcome to Cambian Wing College, an independent and specialist further education college for young people aged 16-25 with high-functioning autism and complex needs. Many of our students display challenging behaviour and may also suffer with mental health conditions that impact their ability to achieve their potential.

The college is located in Bournemouth, a vibrant local community in Dorset. All sites are within easy reach of fantastic beaches, the New Forest and town centre tourist attractions.

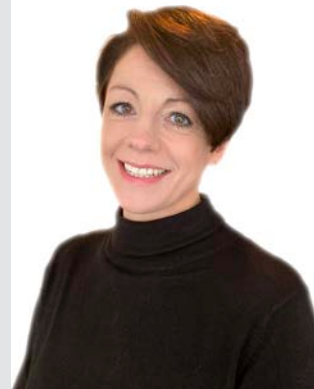
Our role is to provide every young person with a study programme that meets their individual needs and enables them to reach their potential in all aspects of their life. This is a place where our students flourish - our absolute priority is to ensure each student achieves their goals and leaves prepared for adulthood.

Young people come to us from across the UK and we are able to consistently provide excellent outcomes through our team of specialist education, care and therapy staff. We provide a holistic experience that is personalised for each student and we are so proud of their achievements.

We always welcome visitors and I would like to take this opportunity to personally invite you to come and see our work for yourself. Please do not hesitate to get in touch and I look forward to welcoming you.

Cassandra Pollitt

Principal



Cassandra Pollitt
Principal

126 Richmond Park
Road,
Bournemouth,
Dorset,
BH8 8TH

Phone:
01202 635630

What We Stand For



All of the young people we work with face challenges in everyday life as a result of their Autism and associated mental health conditions; therefore we provide bespoke programmes that ensure they can experience appropriate and holistic support to improve their health and well-being, as well as their educational outcomes.

We are fully funded by the Local Authorities Education and Skills Funding Agency (ESFA) to deliver high-quality, bespoke study programmes* for all of our students. Based on each student's ability and ambitions, these programmes are designed to include a broad range of academic and vocational learning opportunities, alongside work based learning, enrichment and tutorial.

Overall, we aim to meet the four Preparing for Adulthood outcomes:

- Employment - Independence - Community Inclusion - Health.

*All programmes include a focus on the development of Literacy and Numeracy skills at an appropriate level and achievements are accredited through a wide range of recognised awarding bodies.

How we work

We recognise that students with additional needs may require support that is not ordinarily available. With this in mind, teaching groups are usually no larger than six students and support is provided by specialist education, care and therapy staff. All environments are carefully designed to provide the best possible sensory environment to encourage engagement and learning.

Keeping in touch

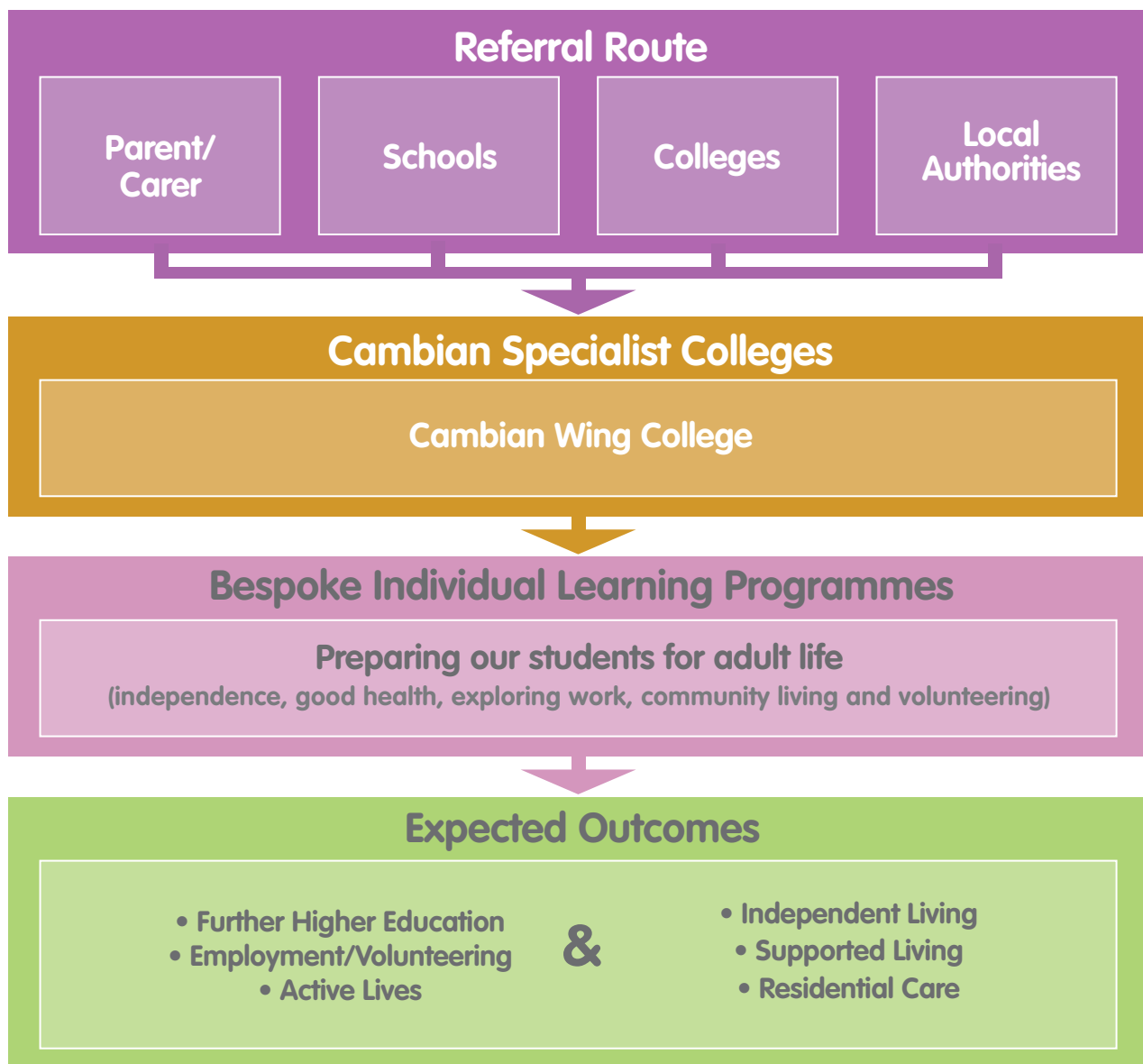
We believe that our students are most successful when their education is supported by their whole family. We are committed to maintaining communication with parents/carers through Weekly Home Links, End of Term Reports, 3 Month and Annual Reviews.

Student Profile

- High Functioning Autism
- Asperger Syndrome
- Mental Health Difficulties
- Complex Needs
- Has an Education, Health & Care Plan (EHCP)



Referral route, education programmes and expected outcomes



Curriculum



Curriculum Principles

Why and what

ASC and evidence informed practice

- For students to have productive, independence-led and anxiety-free educational and vocational experiences.
- For staff to facilitate experience of education, which follows principles of SPELL effectively and consistently.
- For consistent and research rich approach to educating ASC students.

Therapeutic environments for learning

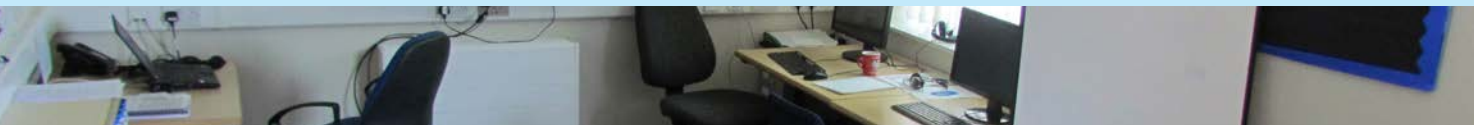
- For students to have optimal conditions for learning in a nurturing and therapy informed practice.
- For staff to facilitate these conditions with confidence and competence.
- For students to self-manage learning and emotional regulation.

Independence building through education

- To foster development of metacognitive and self-regulation skills, knowledge and behaviours in students.
- For changing students' mindsets around independence.
- For breaking down the barriers of reaching 'personal bests'.

Holistic approaches

- For a LINKED approach to educating and developing young people.
- For a holistically acute strategic approach of assisting students in overcoming barriers and harnessing their potential, both academic and personal.
- Multidisciplinary outlook informed by perspectives from education, care and clinical expertise.



Preparation for Adulthood and Next stages of Life and Education

Academic Development

Level 2 Academic Study

Subjects

- AQA GCSE English Language
 - AQA GCSE Maths
 - AQA GCSE History
- AQA GCSE Art and Design (Photography)
- AQA Project qualifications
 - Unit Awards

Assessment

- Written assessments
- 2-3 exam papers

How often

- 4-5 hours a week of formal instruction
- 2-3 hours a week of Study focus sessions

Progression pathways

- Level 3 vocational or academic study

Level 3 Academic Study

Subjects

- AQA AS/A-Level Psychology
- AQA AS/A-Level History
 - AQA AS/AL Maths
- AQA Project qualifications
 - Unit Awards

Assessment

- Written assessments
- Practical assessments
- 2-3 exam papers

How often

- 4-6 hours a week of formal instruction
- 2-3 hours a week of Study focus sessions

Progression pathways

- Further Level 3 academic study
 - Employment
 - University education

Academic skills development

Subjects

- All examined and non-examined subjects
- Study Smart – Learning to learn programme
 - Structured Study Focus sessions
 - Next Steps
- Unit Award Scheme Certificates in chosen subjects
 - Mock assessments
 - Exam Wrapper' sessions
 - Exam technique timetabled workshops
 - Progress 'check ins'
 - 'Bitesize Uni'

Assessment

- No formal assessment
- Skills and knowledge applied in academic subjects
- AQA Project qualifications at Level 1/2/3

How often

- 1 hours of Study Smart a week of formal instruction
- 2-3 hours a week of Study focus sessions

Progression pathways

- Further Level 3 academic study
 - Employment
- University education

Curriculum



Preparation for Adulthood and Next stages of Life and Education

Vocational Development

Vocational Study

Subjects

- Edexcel Functional Skills: English and Maths – Entry 3, Level 1 and 2
- Pearson Essential Digital Skills – Entry 3 and Level 1
- OCR Cambridge Nationals in Child Development – Level 1 and 2
- OCR Cambridge Nationals in Health and Social care – Level 1 and Level 2
- Ascentis Certificate in Supporting Learning – Level 2
- Food Hygiene Certificate – Level 2
 - First Aid Certificate (including Paediatric First Aid)
 - Unit Awards

Assessment

- Written assessments
 - 2-3 exam papers
- Practical assessments
- Portfolio of evidence

How often

- 1 – 3 hours a week of formal instruction
- 2-3 hours a week of Study focus sessions

Progression pathways

- Level 3 vocational or academic study (external or internal – depending on the chosen subject)
 - Employment

Vocational Skills Development

Vocational Study

- All examined and non-examined subjects
- PFA curriculum offer: PFE, PD, Next Steps
- Enrichment activities
- Work experience

Assessment

- No formal assessment
- Skills and knowledge applied across the curriculum

Curriculum



Preparation for Adulthood and Next Stages of Life and Education

Personal Development through enrichment

Why

- Enrichment activities have a unique role in empowering young people with the skills, confidence, self-esteem and awareness they need to be lifelong learners and engaged citizens.
- To provide learning not solely for knowledge and competencies, but also developing the life skills that enable students to make good decisions and positive contributions in every aspect of their lives.
- Developing skills such as health and fitness, essential skills, including confidence, creativity and critical thinking, and developing a social purpose and sense of belonging.
- Promote a sense of inclusion and empowering student to 'break into' the social world with confidence.

Subjects

Duke of Edinburgh – Bronze and Silver	Community projects	Horticulture	
Mindfulness in nature	Themed enrichment days	Subject related trips	
Themed events – national (e.g. World Mental Health Day or Children in Need)			
College trips	Culinary events	External/guest speakers	Themed competitions
Outdoor activity centre visits	Annual enrichment week	Student council	
Music	Charity fundraisers	Weekly social hub (external and internal)	
Wellbeing walks	Character building workshops (ASC and Key Life Competencies)		

How Often

1 full timetabled day each half term	Weekly opportunities
'Drop in' opportunities	Lunchtime clubs

Outdoor Education



Horticulture – practical skills

In Horticulture you will gain knowledge of horticultural techniques such as plant propagation, plant husbandry, plant identification, understanding of Health & Safety and the horticultural industry. You will benefit from working outside in all types of weather.

The sites we work at:

Cambian Wing College – While working here you will gain knowledge of maintaining plants and plant identification. You will get real life experience of maintaining a garden at one of the college houses. You will be able to gain AQA units.





Community Inclusion

An important aspect of our holistic curriculum is community inclusion – encouraging students to develop a wide range of interests and supporting them to access the wider community as a young adult. As part of the study programme, all students are included in an individualised programme of practical life skills within real-life supported living and community environments - these activities are proven to be highly effective in increasing young people's confidence, self-esteem and employability skills.

Students engage in many projects throughout the year, including supporting collections for the local Food Bank, making soup for the Soup Kitchen and Litter Drives, to name a few.

Work Experience

During their time at Cambian Wing College, our students are expected to engage in work-based learning and work experience placements as part of their study. Students take the confidence gained and skills learnt from their placements and transfer them, along with employer references, to increase the opportunities available to them after they leave college. We have established strong links with local organisations and employers that support the college by providing community based learning, leisure, volunteering and work experience.

Preparation for Adulthood: Health and Wellbeing

Throughout their time at Cambian Wing College, all of our students are encouraged and supported to develop and maintain healthy lifestyles, with a strong focus on good, sustainable physical and emotional health. We support students through a multi-disciplinary approach, utilising our specialist therapy, education and care teams to deliver programmes that ensure all students take an active role in managing their own health and wellbeing.

Physical Health

Our staff deliver regular individual and group sessions to promote good health and are available to answer any individual health queries. Diet and nutrition are regularly reviewed and physical activities are offered and encouraged as part of all study programmes. Students are supported to coordinate all necessary health appointments and staff monitor the general health of students and any medication requirements as necessary. All students are coached in good personal care, sleep and hygiene routines.

Emotional Health

To ensure a strong focus on positive emotional health, all students follow a varied programme which includes themes that explore individual roles and responsibilities in different contexts – which includes topics such as;

- Substance Misuse
- Keeping Safe in the Community
- Alcohol Misuse
- Cyber-Safety
- Smoking, Sex and Relationships
- Vulnerability within the Community
- Equality & Diversity.

Therapy and wellbeing services



The Wellbeing team commence a 3-month assessment for each student upon admission. This assessment supplements their current EHCP, allowing the clinicians to implement the correct interventions drawing from a variety of evidence-based practises. Interventions will be delivered through individual or group session via a direct and/or indirect approach. The wellbeing team offer a person-centred approach to all students to ensure that their personal goals and needs are met.

Understanding the individual needs of our students is essential to supporting their development - we believe that a diagnosis of Asperger's Syndrome or High-Functioning Autism does not predict behaviour or dictate support requirements. Every one of our students is unique and our positive approaches are embedded across education and our waking-day curriculum. Our range of multidisciplinary therapies are delivered by a highly skilled and passionate team who work together to create a holistic, caring environment.

Our specialist team:

- Speech and Language Therapist
- Occupational Therapists
- Holistic Therapists
- Assistant Psychologists
- Clinical Psychologist
- Psychiatrist
- Mental health practitioner

The whole team supports the delivery of:

- Every YP at CWC has an individual Communication Profile
- Corrective exercise programmes & Holistic strategies
- Anxiety management strategies
- Cognitive behaviour therapy techniques
- Emotional management
- Positive communication environment
- Social interactions and social thinking groups
- Personal relationship support
- Sensory plans
- Zones of Regulation

Residential Care

Our Homes

Our ethos is to maintain a safe therapeutic environment in which students can learn and grow at their own pace and achieve in their own ways. We are committed to developing our working approach and keep the students at the centre of all that we do.

For those who require residential care, we also have four homes located in central Bournemouth, all of which are located close to the Wing College Campus and are accessible with regular public transport links. All of our residential homes are comprised of single occupancy bedrooms and most rooms have en-suite bathroom with showers provided. All of our homes have comfortable communal lounges, kitchens and other communal spaces for the use of all of our individuals.

The work that is offered in our residential homes is to effectively prepare and enable our students to develop the skills that are required for future independence and self-management. We maintain strong links with the education and wellbeing teams to ensure that a holistic approach is maintained throughout the individuals time with us. We do this by supporting the individuals in our care to focus on the following Preparation for Adulthood areas;

- Daily routines to support college attendance
- Management of money
- Shopping and Cooking
- self-care and living skills
- mental health and managing faced challenges
- Managing medications and physical health
- developing and maintaining social skills and friendships
- Building positive relationships with parents/carers
- Community inclusion and safety skills
- Transition planning and future goals

For each of the areas of support that are identified, we assess the level of support needed at that time and build on this with the individual as required step by step with the positive approaches and experience of our staff teams.

We strive to focus on the voice of the individuals in our care and always offer regular meetings within the homes in order for them to feel valued and that their voice is being heard. There are plenty of opportunities to partake in in activities, including weekly gym and football sessions, boxing training and trips out to the cinema, meals out, walks in the new forest and visits to the beach, as well as in-house activities.



Accommodation



Independence



All students at Cambian Wing College are supported to develop their independence while they are with us. Part of every study programme will focus on the core skills of self advocacy and independent living and we offer a wide range of support to develop students' confidence in managing their own lives as they move into adulthood. Some of the ways we do this include:

- Student voice & student representatives
- Study skills
- Peer mentoring
- Independent shopping
- Money management & budgeting
- Travel training
- Independent cookery
- Personal care

Student Voice

Students are encouraged and supported to express their views on the things that are important to them via regular questionnaires, 1:1 meetings and group tutorial sessions with their education tutor, and keyworker. Students are involved in the decisions and processes that affect college life including staff recruitment. They also have access to NYAS, an independent advocacy service, who visit both the college and the homes regularly to engage with our students

Student Council

The student council consists of elected officers and leads a whole college learner meeting every half term. The council then raises any suggestions or ideas with the senior management team. They work to solve problems, influence and make changes in the best interests of the college. They also decide and drive the yearly fundraising focus.

"I look forward to Student Council meetings. They give me an opportunity to get involved in what's going on at the college."

–Student

Liaison with employees / volunteering placements



At Cambian Wing College all of our provision is designed to support our young people to achieve their long-term goals and meet the four preparing for adulthood outcomes:

- Employment
- Independence
- Community Inclusion
- Health

To achieve this, planning for transition begins as soon as a young person joins us, and is central to all aspects of our work. Effective transition requires the active involvement of the student their family and all connected agencies to ensure the process is as smooth as possible. Our transition team will work closely with each student to listen to their goals and ambitions and to those of their family and other professionals. Transition activities may include:

- Visits to the next placement so students become familiar with the new accommodation, staff and local amenities
- Advice and guidance regarding choices of university or college
- UCAS applications
- Applications for student finance and accommodation - Supported living assessments

A-Levels		AS-Levels			
1 x History		2 x Mathematics inc. 1 Grade A		1 x Psychology at Grade A	2 x History inc. 1 Grade C
GCSE Results					
1 x Mathematics (Higher) Grade 4			1 x French (Foundation) Grade 5		
Functional Skills					
6 x Mathematics Level 2			4 x Mathematics Level 1		
6 x English Level 2		4 x English Level 1		1 x ICT Level 1	
Further Results					
3 x Ascentis Stepping Stones to Functional Skills - Maths (Extended Award) Level 1		1 x Gateway to Digital Level 2	1 x BTEC Extended Certificate in Engineering Level 3		1 x Future Tech Level 3
1 x Digital T-Level 2 - Foundation		1 x CompTia F+ Pass	Award Programmes		
			5 x Duke of Edinburgh Bronze Awards		

Award Programmes & Work Experience

- All of our students undertook some form of volunteering work experience, ranging from working in a charity shop, litter picking or carrying out a leaflet drop in the local area as part of our employability programme.
- Student RP spent an extremely productive year undertaking work experience in a café. He developed his independent travel skills, working with customers and money handling skills during this time.
- Student SP undertook a work experience placement at a local preschool, working with children who were from diverse backgrounds including those with SEND and those who came from families whose first language was not English.
- Student AP spent time working at Lenovo in Farnborough, working in their labs to test equipment and undertaking other IT related tasks as part of his role.
- Student AiC undertook a weeks work experience at Dorset County Hospital, working in the microbiology labs in order to develop his understanding of the sort of roles which might be available to him in a potential career and learned a lot about apprenticeships within that company.
- Student AC spent a day each week working in a local engineering company, Aeroflex, in order to further her knowledge and complement her academic studies.
- Student BTD spent three days undertaking a placement at Lighthouse Theatre in Poole and wants to continue this by doing a Young Technicians course with them in the future.
- Student EC worked for BCP Council providing them with valuable insights about some of the work that they do from the perspective of a young person with additional needs.
- Student JuA worked in two different educational settings as her work experience. She worked in a local nursery and also in a local infant school as she wishes to work with children in the future.
- Student SC travelled to Liverpool for a days work experience with the National Trust, working as a tour guide in The Beatles Childhood Homes.
- Student SM worked at Swanage Railway as a Guard on the trains, developing his independence, customer service and timekeeping skills.
- Several of our students turned our CWC tuckshop enterprise into a Coffee Shop and successfully ran both endeavours.

Personal Achievements

- Student AC was awarded the Cambian Wing College Cup for ultimate achievement.
- Students JM and HA were jointly awarded the Cambian Wing College Credit Cup for consistent attendance, attitude and effort.
- Students SP and IP were jointly awarded the Cambian Wing College Cup for effort and determination towards independence.
- Student BTD was awarded the Charles Bender Plate for effort and achievement in Music.
- Students TK and LB were jointly awarded the Nicholas Hedges Cup for overall community and personal development.
- Student RP was awarded the World of Work Shield for outstanding commitment and development in work experience.
- Student SM was awarded the Bob Isles Shield for all round sports endeavour.
- Students CD and DT were jointly awarded the Colin Allen Cup for overcoming adversity.
- Students EC and CS were jointly awarded the Enterprise Plate for Creative Minds.
- Student SM was awarded the Cambian Wing College Legacy Cup for the leaver that leaves a positive legacy for others to follow.
- Several of our students were presented with awards by BCP Council for the work they put into collecting for and creating Christmas Hampers for charity.
- TH was awarded the Tommy Naylor Shield for effort and achievement in football.

Looking to the Future

- Student CD has engaged with Adult Social Care to find a supported residential placement. His grades have ensured that he will be able to attend mainstream college to undertake a Level 2 Engineering course.
- Student TK has moved on to a residential only placement with a view to moving into a supported residential placement. His grades have ensured that he will be able to continue to attend mainstream college to undertake a Level 3 IT course.
- Student AC has moved on to a residential only placement and her grades have ensured that she is able to progress to the second year of her Engineering course at mainstream college.
- Student JK has improved his independence skills to a level where he has been able to move into supported living accommodation and will be progressing on to a vocational course at a mainstream college.
- Student LB has moved on to a residential only placement and his grades have ensured that he is able to progress to a Level 3 course in IT at mainstream college.
- Student SP has moved into supported living accommodation and will be continuing to pursue her aspirations of working in a childcare setting.
- Student IP has been able to move into supported living accommodation with the aim of progressing on to a Level 3 media course at mainstream college after having successfully completed his Level 2 course at a local mainstream college.
- Student SD is working with Adult Social Care in order to find a supported residential placement and he hopes to to pursue a Level 2 course in mainstream education in the future.
- Student DT has moved into supported living accommodation and will be starting a further course at a local mainstream college.
- Student RP has gained suitable experience and qualifications to enable him to start a Level 2 IT course at mainstream college.
- Student NB has moved into supported living accommodation and will be supported in gaining volunteering and work experience opportunities.
- Student CS will be progressing to Futures in order to undertake a Vocational Course.
- Student EC continues to live in a supported living placement and hopes to continue at mainstream college with her media course whilst also working at BCP Council.
- Student SM is now seeking full time employment in the rail industry alongside working part time in retail.

A Testimonial from William's Parents



"Well, we attended the graduation ceremony today! I really wouldn't have believed anyone if they had predicted that William would attend university let alone get a degree or a first!

It was very emotional knowing what William has gone through to get to this point in his life! I confess I shed a few tears!

William has also secured himself a job with the same company my husband worked for and, indeed, in the same office with the same colleagues. William was asked to attend an informal interview a few weeks ago and they were so impressed with him they said they would generate a job just so he can work for them! He starts at the end of November and will join the graduate scheme next year.

I have attached the photo I promised for the newsletter. I would be most grateful if we could have a copy!

I really wanted to let the staff know how William has done as they have played a huge part in supporting him and helping him through some very difficult times. If

William had not been a student at the Wing Centre he would definitely not have achieved so much. His time at the WC was a turning point in his life and gave him the springboard he needed to re-join the world.

We will always be grateful for his time at the Cambian Wing College."



Additional Information

Complaints Procedures

We know there will be times when students, carers, parents or placing authorities will want to give us feedback about our College and we will always be happy to hear from you. If you feel that you would like to make a suggestion, let us know about something you were pleased with or tell us we did not meet your expectations, please contact the School via the contact details at the front of this prospectus.

A complaints procedure allows for both formal and informal complaints. Informal complaints will be dealt with quickly, while formal complaints can be made in writing.

Our full complaints policy is available from the College on request. This policy is designed to help you raise concerns and ensures your complaint will be listened to and dealt with fairly.

Should you wish to take your complaint further or feel you are unable to discuss the details with the College, please contact the director of education detailed below, especially if your complaint relates to the College leadership.

The Proprietor

The proprietor of the school is Farouq Sheikh, Chair of the CareTech Board. The representative of the Proprietor of the school, whose address for correspondence during both term times and holidays, is:

Andrew Sutherland,
Managing Director Education,
Metropolitan House,
3 Darkes Lane,
Potters Bar,
Hertfordshire EN6 1AG.

The representative of the proprietor may be contacted via email at:
Andrew.sutherland@caretech-uk.com

Where to find us



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